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ABSTRACT

This document summarizes the history and planning efforts of the East-West Community Consortium for Community College Development in Thailand, a group of Thai and U.S. education officials charged with coordinating the establishment of ten community colleges in rural Thailand and Bangkok. This report outlines the timeline, content, format and results of the Leadership Training program conducted in May 2002. It is intended to provide key community college staff at the local level along with managing staff from the Ministry of Education an opportunity to learn more about organizing and training advisory committees, techniques for assessing local needs, and establishing partnerships with business, industry, and other community groups. The program included an overview of the North Carolina Community College System as a means of highlighting the tremendous training and educational roles local community colleges play within a community (e.g., literacy training, job skills training, etc.). Additional information includes the roles and responsibilities of a community college trustee, requirements and issues related to college transfer, the significance of occupational education, the role of community colleges in workforce development, and the recruitment of new business and industry. The report concludes with recommendations for moving forward with the Thailand Community College Project and an expression of continued support for this initiative. (RC)

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East-West Community College Project
Leadership Training Report
May-2002

As part of Thailand's Education Reform, Thailand plans to establish community colleges. This supports the Thai government's strong commitment over the past decade to public education and increased educational opportunities with emphasis on rural areas. The country's economic and social problems have deprived those in rural areas of higher education opportunities, forcing them to leave their hometown to work elsewhere. This resulted in many rural areas weakening and being left behind in terms of development.

Background

An East-West Community Consortium for Community College Development in Thailand was created in March of 2001 at a meeting in Honolulu. Members of this consortium include representatives from: the Thai Ministry of Education; the U.S. Embassy in Thailand; Hawaii Community Colleges; Community College of San Francisco; Eastern Iowa Community College; Crowder College in Missouri; the North Carolina Community College System; Oakton Community College in Illinois; Community Colleges for International Development (CCID) and the US Department of Education. The Thai Ministry, at this same meeting, expressed commitment to begin ten community colleges in rural Thailand and one community college in Bangkok within the next year. The concentration of these first community colleges is planned for rural provinces where currently post-secondary educational opportunities are least available.

Subsequently, a Thai delegation visited three community colleges in the United States: San Francisco, Iowa and North Carolina. They returned to Thailand even more convinced that a community college system similar to the American system would meet their educational and workforce development needs.

In November of 2001, a small training team from the US visited Thailand and conducted a weeklong workshop. This training highlighted the US community college philosophy, mission, vision, values and governance issues stressing that the strength of a community college lies in its unique commitment to flexibility, affordability, and meeting community educational training and economic development needs. Organization and management of community colleges at the local level was discussed with emphasis on a "continuous quality improvement" model. Through discussions with the 170 Thai workshop

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participants, it was clear that the "community directed" focus of the US community college model was foreign to the Thai culture but enthusiastically received by Thai workshop attendees. Along with consultations and workshop wrap-up sessions and the tremendous strides taken by the Thai Ministry of Education, Office of Community Colleges staff directed by Dr. Sunanta Sangthong, a strong foundation was established for the community college development project.

Two obvious next steps appeared apparent in order to continue the momentum of the community college development project. The two critical programs were **leadership skills development** and **teacher training**. Dr. Beng Poh Yoshikawa, Liaison for EWCC, along with other members of the team developed and submitted a proposal to the Kenan Institute of Asia, with support from the American Embassy in Thailand, requesting guidance and support for these two programs aimed at training the initial cadre of leaders. The support of these two programs will reinforce the important role that the Kenan Institute of Asia and the U.S. Embassy in Thailand play as catalysts in supporting partnerships that promote human resource and economic development.

This report represents the purpose and results of the Leadership Training that occurred in May of 2002 in Bangkok by a team from the U.S. and supported by the Kenan Institute of Asia.

Leadership Skills Training Workshop

Purpose

The purpose of the Leadership Training was to provide a program that would include a strong focus on leadership skills in assessing community needs and interfacing with business and industry to meet workforce and economic development needs. This training program would provide key community college staff at the local level along with managing staff from the Ministry of Education an opportunity to learn more about organizing and training advisory committees, techniques for assessing local needs, and establishing partnerships with business, industry and other community groups. All of these are strategic to the success of community colleges but this type of local control is foreign to traditional Thai organization.

Timeline

The leadership training was held in Bangkok May 2-4, 2002. This leadership training was preceded and followed by briefings and consultations with high-ranking officials from the Thai Ministry of Education, Kenan Institute Asia and the U.S. Embassy of Thailand. May 5th was a Thai holiday. A trip to Ayutthaya Province to study local culture and Thai history was planned that involved sightseeing by boat and dinner. Following the holiday,

the team had the opportunity to visit Mae Hong Son Province where one of the first community colleges is to be created. This province is in the Northern Region and the East-West Community College team was provided with an update on their progress from members of their community college committee. The team was impressed and excited about the local community involvement and leadership already in evidence as they strategically plan the establishment of their community college. This visit also afforded the team an opportunity to see the unique attributes and challenges of a remote rural region in Thailand.

Workshop Trainers and Attendees

The Opening Session of the Leadership Training was presided over by Dr. Sirikorn Maneerin, Deputy Minister, Ministry of Education with remarks by Dr. Montri Chulavatnatol, Kenan Institute of Asia and remarks by Gary Keith, Cultural Attaché, U.S. Embassy. The frequent presence of Dr. Sirikorn throughout the training lending her support and obvious commitment of the new community college system set the stage for a very productive program. Several other top-level ministry officials attended the training and offered encouragement and guidance to not only the Thai participants but also the US team. Dr. H. Martin Lancaster, President of the North Carolina Community College System; Dr. Virginia R. Mitchell, President of McDowell Community College in NC; Susan Seymour, Regional Customized Training Director in the Economic and Workforce Development Division of the North Carolina Community College System Office; and Dr. Allen Cissell, U.S. Department of Education, Washington, D.C.; were the four U.S. administrators who conducted the Leadership Training. Dr. Beng Poh Yoshikawa, Honolulu Community College, Honolulu, Hawaii participated in the Leadership Training and performed the function of Liaison for the East-West Community College Project in coordinating the consultation meetings with key Thailand partners and in developing the plan for the upcoming teacher training program.

Two Thai representatives from each of the 10 provinces, 8 representatives from the Community College Project Office and 2 representatives from private colleges participated in the leadership training. The Ministry Of Education hosted the opening and closing receptions, and provided exceptional staff support for the leadership training.

Workshop Content and Format

This training program was a crucial opportunity to provide more focussed attention to those who will be leading the community colleges in each of the rural provinces while they interface with business and industry to meet the workforce development needs. An overview of the North Carolina Community College System was shared with participants in order to highlight the tremendous training and educational roles local community colleges play within a community: literacy training, a second chance for adults to finish

high school, skills training for jobs whether short courses or certificate programs, and 2-year degree programs as a great first step on the pathway to higher education for people who cannot afford to attend universities. The strength of a community college system in Thailand will be its commitment to open, plus flexible and affordable community-based training. Workshops on governance of community colleges and quality assurance issues reinforced the importance of institutional effectiveness, strategic planning and performance-based criteria.

Workshops on leadership skills on assessing community needs focused on how to build networks and establish communication connections with community groups such as: government officials, civic groups, school systems, social service agencies, entrepreneurs and business and industry. Focus groups, advisory committees, surveys, visits, and training offerings are effective ways to develop partnerships, establish communication and determine needs.

Leadership development training focused on the roles, responsibilities of a community college trustee or committee member. Topics covered were the roles and responsibilities of trustees and committee members, code of ethics, importance of new trustee orientation and a system for offering continuing education for reappointed trustees. A Manual for Trustees, which covers the history of the community college system, mission, philosophy, trustee's work, relationships, performance-self evaluation, finance issues, and working with legislators was reviewed. Copies of guidelines, training materials, the Manual for Trustees along with a copy of the Community College Laws of North Carolina were provided to each workshop participant. Effective training and retraining of trustees and committee members is extremely important for them to fulfill their obligation to build and maintain a vital and necessary learning institution in the community.

The next workshop focused on requirements and issues related to college transfer. The issues discussed were core requirements, electives, and types of degrees offered by community colleges, funding issues and accreditation. The importance of working out the articulation arrangements early in the establishment of a community college in Thailand was stressed. There appeared to be much interest in using the newly established community college as feeder institution into the four-year college system. Ministry staff shared information about discussions that are taking place with the Rajabhats (similar to state colleges in the U.S.). Thai participants voiced concerns about university elitism including parent perceptions of the community college. This issue is no stranger to U.S. community colleges. It will take time and a lot of work to establish credibility with universities and the general public that the new community colleges are worthy of their attention. President Lancaster shared very positive information about N.C. community

college transfers; their Grade Point Average after the first year at our public universities is very close to those of students who start at the universities as freshmen. Small classes, high-quality courses, affordable tuition, and devoted faculty makes community colleges in North Carolina an attractive pathway to higher education.

Characteristics and the significance of occupational education were discussed. Occupational continuing education training is a primary tool of community colleges for providing skill development opportunities for the workforce. Short-term occupational skill training courses are offered at community colleges to train, retrain, and upgrade individuals for current or future job skills.

Assessing needs of community business and industry and designing training with input from industry was addressed in another workshop. This training emphasized the importance of assessing tasks, behaviors, and the environment before designing training. Goals and objectives are the key steps in determining a training environment, and unless they are specified there is no way to measure success. Once the organizational support is determined and the organizational analysis is completed, then the needs assessment component will become the blueprint for the actual design of the training program. Using job profiling/analysis, the competencies/characteristics (knowledge, skills and abilities) that a person should have in order to be an effective worker in a specific job are identified. The significance and process for "competency-based" training was explained. It was evident that community needs assessment to determine educational offerings and industry input into the development of training/curriculum was a new approach for the Thai participants, but one that was enthusiastically embraced.

The remaining workshops were dedicated to the significant role that community colleges play in the recruitment of new business and industry, workforce development for new industry and expansions, and retraining workers for new technologies. Entrepreneur development and training focused on a program called Hand-Made in America. These economic development workshops included handouts of power point presentations with notes, guidelines for programs, outlines of training initiative curriculum, video presentations and brochures. Course content will be made available upon request. Through specialized programs, a community college targets economic development of the community by providing direct consulting and custom training to business and industry to promote their success. The economic development impact of community colleges can be substantial if they develop approaches and programs that are flexible, responsive and effectively marketed.

Attracting and training a skilled and motivated workforce is the number one concern most companies face when starting or expanding a business. North Carolina pioneered the first free, customized job training program for new and expanding industry. This program continues to be one of the nation's most recognized state customized training services. Forty-six other states in the U.S. have started a training program similar to North Carolina's model. Each year NC provides free customized training to over 200 new and expanding companies and train over 25,000 North Carolinians with the skills necessary for successful new employment.

As industry updates operations and adopts new technology or production processes their local community college is able to provide assistance in training workers in the skills new technologies demand. Through a program called Focused Industrial Training NC supports the productivity and competitiveness of manufacturers and information technology companies.

The on-going training needs are met through occupational continuing education. This short-term training is offered in all technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. This program provides N.C. with a competitive economic development advantage due to its flexibility, customization and reasonable costs. North Carolina has one of the largest workforce training programs in the U.S.

Two significant workforce development training initiatives (the Manufactured Certification Program and the Biotechnology Training Program) were discussed and highlighted as examples of short, competency-based, industry validated certificate training programs. The Manufacturing Certification Program is 96 hours. The BioWork training program is 128 hours of classroom and laboratory exercises. These unique new training programs were developed as economic and workforce development tools. Both of these programs are taught only through North Carolina local community colleges as needed in local communities to recruit industry by providing a worldclass workforce and providing North Carolinians with enhanced career opportunities in manufacturing or in particular pharmaceutical or bioprocess manufacturing.

Both the Manufacturing Certification Program and BioWork were designed with industry input and support. Industry subject matter experts assisted in assessing training needs and developing curriculum. Some companies provided support through donations of equipment, supplies and financial support for development of laboratories needed to teach these programs. Copies of videos, brochures, power point presentations and program outlines were provided to participants at the workshop.

It is important to market training programs. Marketing materials are aimed at recruiting industry as opportunities to train new or existing workers and in recruiting students looking for good pay and great job satisfaction in fast growing industries. We learned that less than one worker in ten in Thailand is employed in manufacturing.

The Small Business Center Network which consists of 58 Small Business Centers across North Carolina was the focus of another session. These centers support the development of new businesses and the growth of existing businesses by providing training, counseling and resource information. Core services include business seminars and workshops on such topics as: starting a business, writing a business plan, financing and marketing, and free confidential business counseling. The objective of the Small Business Center Network within the community college system is to increase the success rate and viability of small businesses in N.C. by providing high quality, readily accessible assistance to prospective and existing small business owners and their employees, thereby fostering economic development in local communities.

A unique program called "HandMade in America: Building Community Through Craft," was highlighted because it is a rural community-based program that uses a fresh approach to economic development. Another reason for presenting this program is that handicrafts play a significant economic role in rural Thailand. HandMade in America is based in Western North Carolina. Instead of focusing on recruitment of new industry, this program uses strategies that enhance the economic development impact of craft/handmade industry. By developing regional strategies this program has helped to establish Western North Carolina as the center for handmade objects. Through a well-designed community plan, the following projects and strategies are being sponsored: 1. A craft registry, a comprehensive computer database of craftspeople working in Western North Carolina and maintained to link craft makers to the marketplace. 2. Educational opportunities that include "Craft Across Curriculum," a program with hands--on workshops. 3. Also a regional conference, "Building Creative Economies: The Arts, Entrepreneurship and Sustainable Development in Appalachia", that was sponsored by the Kenan Institute for Arts, the Kenan Institute of Private Enterprise and the National Endowment for the Arts and the Appalachian Regional Commission. The conference assembles key players in the arts and economic development to explore additional successful strategies for utilizing the arts and economic development.

HandMade published a guidebook in 1996, which showcases a craft heritage trail. "Craft Heritage Trails" guides tourist across scenic backroads of twenty-two Western North Carolina counties to explore over 500 craft studios, shops, galleries, historic inns, restaurants, and museums. Copies of "Craft Heritage Trails", a brochure, and a copy of an economic impact study were made available to each workshop participant. Due to the

strong interest in handicrafts in Thailand, there was lively discussion and exchange of ideas and approaches.

In order to ensure active participation by workshop attendees, the group was limited to 30. Also, an interpreter and simultaneous translation equipment was planned for this training program to accommodate limited English speaking participants. Videos were converted to the PALS format.

Mae Hong Song Visit

Perhaps the highlight of the time spent in Thailand was the field visit to Mae Hong Song. Upon arrival, we visited the School of Non-formal Education and the Technical College. These very good facilities will also be used by the Community College. There will be a community college administration and faculty that will be collocated with the existing institutions, but each will continue to maintain their separate identities and programs. It is the team's considered opinion that this plan is almost certain to create conflict, jealousies and significant inefficiences. A better model would be to merge all three institutions into a comprehensive community college that has the combined mission of all three.

Following the campus visit, we joined community leaders in the middle of a day-long meeting that focused on creating the community college with local input. We were impressed by the reports that were presented in the afternoon of the committee deliberations and discussions that had occurred all morning. Their consideration of planning, curriculum, marketing, recruitment and administrative organization was impressive.

Also impressive was the grasp of the community college concept and the willingness to be critical of the plan which has been prepared by the MOE. These criticisms were appropriate and should be given full consideration. The team members reacted to each of the committee reports, reinforcing the conclusions reached by each committee. If each community where a college is to be established has a similar level of commitment, local leadership involvement and understanding of the concept, many successful colleges will be established.

Results of Leadership Training and Visit to Mae Hong Son Province
May 1-7, 2002

Exit Consultation

After arriving back in Bangkok from Mae Hong Song on May 7th, the team from the U.S. East-West Community College Partnership met with Ministry of Education Officials Dr. Sirikorn Maneerin and Dr. Thanom Intarakumnerd. Dr. Montri Chulauatnatol, President of the Kenan Institute of Asia and Mr. Gary Keith, Cultural Affairs Officer, Thailand U.S. Embassy also attended this exit consultation.

Results of Leadership Training

Thirty Thai participants, 20 representing the leaders in the 10 rural provinces where the first community colleges, 8 top Ministry of Education members of the Office of Community Colleges and 2 representatives from the private college in Bangkok attended the three-day leadership training. The participants appeared to be very supportive of the community college initiative. They also seemed excited and committed to the mission of the community college as a higher education vehicle that is community-based, open, accessible, and affordable. Each participant received a certificate upon completing the leadership training.

TV and newspaper coverage of the leadership training and the East-West Community College Project helped to highlight the Thailand community college initiative and the announcement of the upcoming rollout of the new community colleges.

U.S. Team Observations

The U.S. team was very impressed with the strong top-level support for the community college project in Thailand. Dr. Sirikorn Maneerin and other top Ministry of Education officials frequented and participated in the leadership training. The Office of Community Colleges Project under Sunanta Sangthong is staffed with energetic, bright, dedicated people who partnered with the U.S. team in providing both guidance and staff support during the leadership training. This team appeared to understand the important issues and challenges they face in managing the community college project. After reviewing the MOE plan for establishing community colleges and meeting with key ministry staff, the East-West Team was very impressed with the great strides and foundation already developed for this project. A very aggressive plan to establish the 10 rural province community colleges is well underway. By utilizing existing institutes the start-up expenses and time are much reduced however this does pose the challenge of establishing a sense of "oneness." Local conflict and duplication are almost certain under the proposed organizational structure.

The provincial leaders who attended the leadership training appeared to be enthusiastic about the community college project. There seemed to be a concern for identification, development and training of instructors. They seemed excited about involving communities and businesses in determining needs and planning offerings at their community colleges. During the visit to the community college in Mae Hong Son, the East-West Project Team met with approximately 70 local community individuals, leaders and business people. The East-West Team was so impressed with the community interest and involvement. There was a sense of community ownership in their plan to organize and market their community college.

Identified Challenge- Oversight of Community Colleges

There are different ministries in the Thai government that have responsibility of education. As long as vocational, non-formal and agricultural education have different reporting responsibilities at the national level there are major challenges to bring together institutes that report to the different ministries. If the various ministries could be consolidated into a Ministry of Community College Education, many bureaucratic hurdles that stand in the way of bringing the diverse institutions together would be removed.

Recommendations

1. After visiting a rural provincial site, if all provinces will be combining similar kinds of institutes, establishing a true community college will need to involve a meshing of major functions and responsibilities across these institutions under a unified administration. This will result in better utilization of both staffing and funding and decrease the possibility of duplication.
2. The U.S. Team stressed the importance of establishing articulation commitments/agreements with institutions of four-year college or university education as early as possible in order to insure transfer. It was indicated that there has been some interest from several Rajabhats to partner on curriculum development and articulation. This is a good place to start.
3. The rural provinces selected as sites for community colleges have minimal industry and business to support immediate employment opportunities for community college graduates. Also, in the rural provinces infrastructure is not well established. Communication and transportation issues will need to be addressed in order to attract industry and business to rural provinces. Development of short competency-based, industry driven training can be a tremendous economic development tool to attract students interested in high skills, high paying jobs. Business and industry may decide to locate in a rural area if a pool of well-trained workers is available, but need a commitment from the national government to aggressively recruit new industry to these rural communities, to build the infrastructure to support them and to develop

incentives for them to relocate from urban centers to the rural communities. Without this commitment, community colleges will not achieve their full potential.

Next Step

The Kenan Institute of Asia has already agreed to sponsor a four-day teacher training program and one day of observation and consultation. This program will include effective instructional techniques including the use of technology in teaching. This training will be held at the Honolulu Community College. There will be 20 participants from 10 provinces, 3 participants from the Community College Project Office and one representative from a private college.

Conclusions

The U.S. Team appreciates the opportunity to partner with the exceptional leaders and dedicated staff of the Thailand Ministry of Education and provincial leaders on such an exciting and worthwhile project. Recognition and thanks to the Kenan Institute of Asia and the U.S. Embassy for their support of this project. The U.S. Team pledges is commitment for continued support and partnership on the Thailand Community College Project.

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